

# APR Attachment 1

## NEVADA PART B STATE PERFORMANCE PLAN

### IMPROVEMENT ACTIVITIES

(Revised February 2010)

Nevada's improvement activities have been reorganized and revised to more fully describe the systems approach the state is taking to improve both compliance and performance results. Three overarching goals are at the center of Nevada's improvement activities: (1) Increasing Capacity, (2) Increasing Compliance, and (3) Improving Results. The improvement activities that support these goals are intentionally interrelated—they connect to form a solid foundation for lasting systems change. Educators and families in Nevada have high expectations for students with disabilities, and each improvement activity described in this document is designed to support those high expectations.

The improvement activities are organized as follows. For each of the three goals, an overarching description is provided and the three or four improvement activities that are associated with the goal are listed beneath the description. This introduction is followed by sections outlining the activities supporting the goal. Each improvement activity includes:

- the specific vision for the activity;
- a list of indicators directly related to the activity; and
- a brief introduction

Following the introduction to each improvement activity, there is a list of revisions, with justification, of improvement activities that were included in the February 2009 APR. In the February 2009 APR, the NDE reorganized its improvement activities in order to demonstrate how the various improvement activities function as a system—as a set of elements that form a complex whole (see p. 3 of the February 2009 APR for a justification of this reorganization). Although most of the improvement activities remain the same as in previous presentations, a particular activity might now be reworded slightly or included in a different set of improvement activities. These minor adjustments are not described in this document. However, substantive changes involving additions, deletions, or major modifications to Nevada's improvement activities are listed and justified.

Following the list of revisions to the improvement activity, a table lists the implementation tasks, timelines, and resources (both partners and fiscal) for each improvement activity. In the last section of each table, there is a list of tasks that were accomplished in FFY 2008.

<b>Goal 1: Increasing Capacity</b>
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The first goal focuses building capacity to improve assessment and instruction, to improve access to and use of data for decision-making, and to improve district- and school-improvement planning and implementation. Capacity for improving education is built on a foundation of people—individuals who are highly skilled, who have access to and know how to use assessment and other data, and who are engaged in productive efforts to plan and implement strategies to change systems for the better.

The state's work in building capacity is therefore focused on (1) improvement-planning efforts, (2) data analysis and use, (3) personnel development, and (4) student assessment. Collectively, these components comprise the state's infrastructure for improving compliance and performance for special education students. The work of the NDE in these areas responds to data-driven needs established through analyses conducted for the APR, the State Improvement Plan (STIP), the state's Accountability Report, and the State Personnel Development Grant.

The NDE has designed an improvement activity and implementation tasks to build capacity in each of the four areas described above. Each activity is designed to achieve a shared vision, specific resources are committed for implementation, and professional learning is invested to support systems success. Progress monitoring components are in place to assess implementation; and continuous assistance is provided for systems support to contribute to a context that is supportive of change.

Each improvement activity associated with this goal is described in the following pages.

**Improvement Activity 1.1: School, District, and State Improvement Planning and Implementation**  
**Improvement Activity 1.2: Special Education Data Collection, Reporting, and Use**  
**Improvement Activity 1.3: Personnel Preparation, Recruitment, and Retention**  
**Improvement Activity 1.4: Student Assessment**

**Improvement Activity 1.1: School, District, and State Improvement Planning and Implementation**

Vision: School, district, and state improvement plans are designed, implemented, evaluated, and monitored to improve compliance and performance for students with disabilities.

Related Indicators: 1, 2, 3, 5, 6, 7, 8, 9, 10, 13, 14

**Introduction**

Creating and sustaining an overarching system of state, district, and school improvement planning has an immediate and lasting impact on increasing compliance and improving results. Supplying the necessary data on program compliance and student performance, assisting districts and schools to analyze and use those data, and helping them select evidence-based strategies for improvement results in better compliance and performance outcomes. Improvement occurs because root causes are properly determined, appropriate solutions are implemented with fidelity, and accountability is in place to assess progress and make necessary corrections.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:**

No substantive changes were made to this improvement activity, and therefore none are noted here.

<b>Improvement Activity Implementation</b>	
<b>Tasks</b>	<b>Timelines</b>
Maintain contracts with vendors who have expertise in compliance requirements as well as in data collection, analysis, and use for improvement planning.	Ongoing from 2005 through 2011
Provide training for district special education administrators and data entry staff at the annual Data School meeting.	Annually in June from 2006 through 2011
Provide training for district special education administrators on interpretation, analysis, and use of data to increase compliance and improve performance outcomes.	Annually in August (Summer Retreat) & 4 times yearly (SEDA Meetings) from 2005 through 2011
Disaggregate and supply special education student achievement and program performance data to state and district stakeholders, including Title I, school improvement, special education, second language learner programs, Title II (professional development), and others to inform the development and implementation of school, district, and state improvement plans.	Annually August through October (and as individually requested) from 2005 through 2011
Collaborate with Title I and school improvement personnel to refine the state's school, district, and state improvement process (SAGE), including the SAGE manual, to support the effective analysis of appropriate data sets related to the performance of students with disabilities.	Annually April through June from 2005 through 2011
Support the participation of NDE special education personnel on School Support Teams (SSTs) to contribute data analysis skills and knowledge about available resources and evidence-based strategies.	Annually September through June from 2006 through 2011
Provide training to designated School Support Team Leaders (SSTLs) to help them understand the kinds of data that should be analyzed relative to special education student performance and the possible solutions to resolve identified concerns.	Annually in February and June from 2006 through 2011

Provide training on interpretation, analysis, and use of data; provide individualized technical assistance for development of District Improvement Grants (DIGs); and award DIGs to school districts to target improvement in special education compliance and/or performance outcomes.	Annually June through October from 2007 through 2011
Participate on the Nevada State Improvement Plan committee to provide data on special education students and impact decision-making about statewide goals and action steps to increase student performance and post-secondary success.	Annually in the fall from 2006 through 2011
Conduct review of state, district, and school improvement plans, SSTL reports, and DIGs, and use this information to revise procedures as necessary and to inform training and technical assistance that results in improved compliance and performance.	Annually in June, from 2008 through 2011
<b>Resources</b>	
<b>Partners</b>	<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• NDE Title I Unit; School Improvement Unit; and Office of Assessment, Program Accountability, and Curriculum (APAC)</li> <li>• Nevada School Districts</li> <li>• SIG2 Management Team</li> <li>• School Support Teams &amp; Leaders</li> <li>• Nevada PEP (State PTI)</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• External Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• IDEA</li> <li>• SPDG (SIG2)</li> <li>• State School Improvement</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Training and technical assistance were provided to district staff and improvement teams as well as the SST members (NDE staff members and other individuals) to increase understanding of AYP groups' test performance and growth relative to district and state performance.</li> <li>• NDE special education staff members consulted with other NDE staff members responsible for leading the state's school improvement efforts to help them understand the types of data available for use in analyzing the performance of students with disabilities and how to interpret and use these data for improvement efforts.</li> <li>• NDE special education staff members participated in efforts to revise the manual for SSTLs.</li> <li>• NDE staff members participated on School Support Teams (SSTs) to contribute data analysis skills and knowledge about available resources and evidence based strategies.</li> <li>• NDE special education staff members provided data to the State Improvement Plan team and contributed information to guide the development of action steps under the plan's five established goals.</li> <li>• Approximately once per quarter, "Issues Forum" meetings were held with NDE and Clark County School District special education leaders to share strategies and concerns relative to the performance of students with disabilities, and to engage in collaborative problem solving with regard to policies, procedures, and practices designed to increase improvement outcomes. School and district improvement planning has been an ongoing item for discussion in these meetings.</li> <li>• Training was provided during the August 2008 Annual Summer Workshop to support directors' development of skills to use data to improve results for students with disabilities. A comprehensive data profile was provided to each director, with local data for identification rates as well as for Indicators 1-14.</li> <li>• NDE staff received training on the IT Kit developed by the Northeastern Regional Resource Center, in order to use this information to increase district and school personnel capacity to analyze, interpret, and use data for improvement efforts.</li> <li>• The NDE continued to refine the "ePage" DIG application questions to more specifically focus on district data and the application of those data in proposed goals and action steps for improvement of achievement outcomes for students with disabilities.</li> <li>• The NDE maintained the "ePage" system for district submission of DIG applications, which enables districts to share school and district improvement plan data and to determine what strategies are in place that might be extended to support increased results across schools and districts, and/or what new strategies could be implemented in a school or district through collaboration with other schools or districts.</li> </ul>	

- Technical assistance was provided to special education administrators to help them prepare and submit DIGs to the NDE to access state set-aside funds to implement promising or proven practices to assist in the attainment of established SPP targets. This technical assistance included statewide teleconferences as well as individual calls, emails, and meetings, and focused largely on helping administrators access and analyze district and site level data in order to reach conclusions about those indicators that should be targeted for improvement. Technical assistance was also provided to help them evaluate their district level data systems to determine ways in which those systems could be refined to yield support the submission of accurate and timely data.
- DIGs were awarded to school districts to support efforts to implement evidence-based practices for special education student success.

### Improvement Activity 1.2: Special Education Data Collection, Reporting, and Use

Vision: Special education data on compliance and performance are efficiently and accurately collected, reported in a timely manner, and made accessible to stakeholders for program improvement purposes.

Related Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

#### Introduction

Improving compliance and increasing performance rests squarely on the state's capacity to acquire, interpret, analyze, and make decisions in response to quality data. In order to make the best use of resources, it is logical to take advantage of technological advances such as web-based data collection and reporting tools. Having compliance and performance data collected in reliable ways and easily accessible for stakeholder use is essential for the NDE and for school districts to increase compliance and performance outcomes.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Provide training for special education district administrators and data entry staff on data collection requirements to support the collection and submission of accurate, valid data under the requirements of IDEA §618.	Annually in June from 2006 through 2011
Provide individualized technical assistance, conduct quality assurance activities, and monitor data submissions to ensure data integrity.	Ongoing from 2005 through 2011
Maintain contracts with experts in data collection, analysis, and use for improvement planning for compliance and performance.	Ongoing from 2005 through 2011
Collaborate with SPEDSIS to develop the NV SEARS System, including providing training to all appropriate audiences on how to access the system, conduct desired extraction functions, and analyze the data for improvement purposes. Release 1.0 (Indicators 5, 6, 16, 17, 18, 19) Release 2.0 (Indicators 1, 2, 8, 11, 12, 14) Release 3.0 (Indicators 3, 4, 7, 9, 10, 20) Release 4.0 (Indicators 13, 15)	(Beginning in May 2008) and through  November 2008 February 2009 May 2009 October 2009
Analyze the efficacy of data collection and reporting systems and make system corrections as determined necessary, including revising NV SEARS to collect additional data and produce reports not originally conceived for the RFP.	Quarterly each year from 2008 through 2011
Collaborate with NDE personnel in the Office of Assessment, Program Accountability, and Curriculum to prepare and submit special education data via the DANS and EDEN systems.	Annually in November and January from 2005 through 2011
Collaborate with Nevada school districts, Piedra Data Systems, and Scantron to collect and report data on parent involvement.	Annually in the late spring, early summer, and late fall from 2006 through 2011
Collaborate with the NV PEP and the Special Education Advisory Committee (SEAC) to explore strategies for increasing response rates to surveys that are used to gather data for Indicator 8 and Indicator 14.	Annually in the spring from 2007 through 2011

<p>Conduct review of the functions associated with the data system to determine if changes are needed in the way data are collected, cleaned, reported, and used for improvement planning and implementation; and use this information to make changes accordingly.</p>	<p>Bi-annually from 2009 through 2011</p>
<p align="center"><b>Resources</b></p>	
<p><b>Partners</b></p>	<p><b>Fiscal</b></p>
<ul style="list-style-type: none"> <li>• SPEDSIS</li> <li>• NDE Office of Assessment, Program Accountability, and Curriculum (APAC)</li> <li>• Nevada School Districts</li> <li>• NV PEP</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• Piedra Data Systems</li> <li>• Scantron</li> <li>• LifeTracks</li> <li>• External Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• A contract was maintained with SPEDSIS to continue development of NV SEARS, Releases 1.0, 2.0, and 3.0 were completed as scheduled.</li> <li>• Project management meetings were held with NDE staff and SPEDSIS.</li> <li>• Initial project design began to build the NV SEARS system.</li> <li>• Collaboration occurred with the NDE Office of Assessment, Program Accountability, and Curriculum to submit required data through the EDEN system and to develop internal protocols for ensuring the accuracy of data submissions.</li> <li>• The NDE expanded its capacity to provide timely and accurate data to OSEP through the assistance of two independent contractors whose contracts were maintained to enhance data collection, verification, analysis, and reporting activities.</li> <li>• The fourth annual "Data School" was held in May 2009 during which training was provided to district data managers and special education directors to support the collection and submission of accurate, valid data under the requirements of IDEA §618. The NDE conducted quality assurance activities and ongoing monitoring of data submissions. Efforts to ensure the integrity of the data were implemented through individualized technical assistance.</li> <li>• District level report cards were produced for each school district, reporting their performance against the targets established in Nevada's SPP. Training was offered to help district leaders interpret these data and make determinations about those areas in which improvement should be targeted. Efforts were also made to collaborate with Nevada PEP (the federally funded statewide PTI) to help them explain the data to parents and brainstorm ways in which parents can assist districts to improve results. Collaboration occurred at a state level to ensure that students with disabilities are considered in district and school improvement plans and activities.</li> <li>• Title I and non-Title I SSTs for schools in need of improvement for three years and beyond were trained on how to analyze proficiency data for students with disabilities, and how to interpret those data in light of other special education data.</li> </ul>	

### Improvement Activity 1.3: Personnel Preparation, Recruitment, and Retention

Vision: Well-trained and experienced personnel create the foundation for improving results for students with disabilities.

Related Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

#### Introduction

In order for students to receive services that are built on a compliant base and that enable them to master rigorous content standards, teachers, administrators, and related service providers must be instructional experts and must also have a solid understanding of legal requirements (i.e., compliance). These individuals need to be well trained, recruited for necessary positions, and then once hired, supported in their positions, so that their skills grow and their satisfaction with their work remains high.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

- The work regarding the Teacher Quality Task Force has been put indefinitely on hold, and therefore the tasks associated with this work have been deleted. A white paper was developed and submitted to the State Board of Education and the Nevada Commission on Professional Standards in Education in FFY2008. Following this presentation, it was determined that the stakeholder buy-in necessary to achieve the targeted outcomes in this area was not accessible at the current time due to concerns about fiscal considerations associated with this work. If and when resources become available to approach this work again, efforts will resume accordingly.

Improvement Activity Implementation	
Tasks	Timelines
Participate in <i>Coalition to Address Nevada's Personnel Shortages in Special Education and Related Services</i> to identify ways in which the state can leverage existing resources and/or create policy reform to support the recruitment and retention of related service personnel to ease shortages.	Quarterly from 2005 through 2011
Fund <i>Coalition</i> efforts to participate in career and job recruitment fairs.	Annually in the spring and fall from 2007 through 2011
Support <i>Coalition</i> members' travel costs to meet with representatives of Nevada's Institutions of Higher Education to strategize ways to increase the number of special education pre-service undergraduate students and first-time licensure graduate level students and to monitor implementation efforts.	Annually in the fall from 2007 through 2011
Provide fiscal resources and administrative leadership to support new special education teacher mentoring projects in Clark and Washoe County School Districts.	Annually grant funds to districts; meet with project personnel monthly, each year from 2007 through 2011
Refine the state teacher licensure database in order to make data available to stakeholders to analyze trends and patterns in special education teacher retention across Nevada schools and districts.	November 2008 through February 2009
Extract and share special education teacher retention data with stakeholders, and provide training and technical assistance on analysis and use of this information.	Annually in the spring from 2009 through 2011
Offer an annual Mega Conference to showcase national and Nevada-based model schools so that school and district leaders can replicate successful strategies in their own settings.	Annually in April from 2005 through 2011



Provide training and technical assistance to support special education administrators' capacity to (a) effectively analyze and use data for improved compliance and performance results, (b) create and sustain the use of data systems that ensure the collection and reporting of timely and accurate data, and (c) understand the principles of the concerns-based adoption model (i.e., change theory) in order to effectively roll out and scale up evidence based innovations/initiatives, to realize improved outcomes for students, families, and educators.	Bi-monthly from 2005 through 2011
Provide funding for the Nevada Association of School Administrators (NASA) to offer special education content during established professional development functions for district and site level administrators.	Annually in July from 2007 through 2011
Convene meetings of the SIG2 Management Team to engage in analysis of evaluation data and problem solving to assist in effectively scaling up special education teacher mentoring efforts.	Quarterly from 2007 through 2011
Analyze data collected through the State Personnel Development Grant (SIG2) evaluation plan with regard to demonstration of instructional and leadership capacity; and use these data to revise procedures when necessary, and to inform training and technical assistance that supports improvement of all indicators.	Quarterly from 2008 through 2011
<b>Resources</b>	
<b>Partners</b>	<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• Coalition to Address Nevada's Personnel Shortages in Special Education and Related Services</li> <li>• Nevada School Districts</li> <li>• Nevada Institutions of Higher Education</li> <li>• SIG2 Management Team</li> <li>• Nevada PEP</li> <li>• NDE Teacher Licensure</li> <li>• State Board of Education</li> <li>• Commission on Professional Standards in Education (Licensing)</li> <li>• Regional Professional Development Programs</li> <li>• SEAC</li> <li>• Nevada Association of School Administrators</li> <li>• External Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• SPDG (SIG2)</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Training was provided during the August 2008 Annual Summer Workshop to support special education directors' development of skills to roll out and scale up evidence-based practices.</li> <li>• Subgrants were maintained and staff members were continued at Washoe County School District (WCSD) and Clark County School District (CCSD) to implement special education teacher mentoring programs.</li> <li>• Teacher mentoring projects were continued and expanded in WCSD and CCSD.</li> <li>• Sponsorship was provided for <i>Coalition</i> members to participate in recruitment fairs.</li> <li>• The NDE continued implementation of a State Personnel Development Grant (SIG2) to increase outcomes for students with disabilities through the use of sustained, evidence-based professional development.</li> <li>• Contracts with project staff including the external evaluator for the project were reviewed and maintained.</li> <li>• The SIG2 Management Team, a group of state leaders who have a relationship to ensuring that all necessary stakeholders receive quality professional development, met quarterly to review SIG2 implementation and evaluation efforts, and to provide guidance on next steps solutions to barriers.</li> <li>• Training was offered for district special education administrators to help them increase their capacity to serve as change facilitators.</li> <li>• The 2009 Mega Conference was offered for approximately 300 participants who learned strategies for increasing student achievement from leaders of nationally recognized model schools, as well as schools in Nevada that have demonstrated growth in student performance.</li> </ul>	

- Ongoing technical assistance was offered to school district leaders and alternative route teachers, to inform them of requirements and resources available to become fully certified within prescribed timelines.
- Individualized technical assistance was offered with regard to the requirements to be Highly Qualified.
- Technical assistance was provided both internal to the NDE with licensure and Title II staff, as well as with school district personnel (Human Resources and Special Education Administrators) to ensure accurate reporting of special education teachers with regard to their status as being Highly Qualified.
- Programming was written to extract data from the teacher licensure database to determine the attrition and retention rates associated with special and general education teachers and related service providers in each school district in Nevada. Training was held and data were shared with special education district administrators to help them begin to understand the issues in their districts and to begin to engage in inquiry regarding possible solutions.
- Special education administrators and SEAC members received information and materials to share with others to help spread the "Get the word out" campaign.
- Contracts were maintained with project staff including the external evaluator for the project.

#### Improvement Activity 1.4: Student Assessment

Vision: Students with disabilities participate appropriately in the statewide assessments included in Nevada's Proficiency Examination Program, and the assessment results are used in continuous efforts to improve curriculum and instruction.

Related Indicator: 1, 2, 3

#### Introduction

The state's assessment system must be in place to support the collection of data on student performance and demographic data, and must be designed such that the decisions made with regard to student assessment are grounded in state and federal requirements. By building and maintaining such a system, the NDE works to ensure that compliance with state and federal requirements increases and that student achievement increases as well. Data from the assessment system are foundational for IEP teams in understanding students' needs and articulating them in present levels of performance, as well as in making instructional decisions with regard to establishing goals and objectives, determining appropriate accommodations in instruction and testing situations, and informing placement decisions. In addition to informing decisions at the student level, assessment data generated through the Nevada Proficiency Examination Program also help stakeholders make decisions about improvement efforts at the school, district, and state level. For these reasons, the state is working hard to ensure that the program meets the assessment needs of all students, including those with and without disabilities, and ranging from students with mild to moderate to substantial needs for support.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

- Due to the significant changes made to the alternate assessment, and to minimize confusion in the field, the name of the assessment was changed from the Nevada Alternate Scales of Academic Achievement-Revised (NASAA-R) to the Nevada Alternate Assessment (NAA). Tasks associated with this improvement activity now exclusively reference the NAA and no longer address the NASAA-R.
- Partners associated with this improvement activity have changed. The work associated with Vanderbilt University and the UNLV Center for Evaluation and Assessment has been concluded, and these two entities are no longer active partners in these efforts.
- The following tasks associated with this improvement activity have been accomplished and have therefore been removed:
  - Collaborate with the NDE's Office of Assessment, Program Accountability and Curriculum (APAC) to develop a Statement of Core Beliefs and Guiding Philosophy of the Nevada Statewide Assessment System.
  - Develop test administration and scoring manuals, and conduct beta testing training.

Improvement Activity Implementation	
Tasks	Timelines
Develop and implement a Compliance Agreement with the US Department of Education for the state's 1% alternate assessment.	Fall 2008-August 2011
Meet with Technical Advisory Committee (TAC) to review existing procedures and develop/describe plans for: demonstration of the alignment of the academic achievement standards; ensuring alignment (through internal and or external reviews) during test development procedures; reviewing and utilizing studies; ensuring ongoing alignment, validity and reliability – including refreshing of items; and setting the timeline for studies/activities requiring RFPs and/or outside contracts.	August 2008 & January 2009

Re-occurring meetings with technical assistance providers to examine the critical elements and design process of the Nevada Alternate Assessment.	September 2009 – August 2011
Collaborate with Measured Progress to implement an approved assessment plan.	Ongoing from 2005 through 2010
Facilitate collaboration among NDE K-12 Academic Content Consultants and Measured Progress personnel to create K-12 overviews for math, science, and English language arts, as well as an intermediary document delineating the “core knowledge and skills” that demonstrate the grade level content that is expected of all students in the content domains of math and science.	Fall 2008
Convene Alignment Committee Workgroup Meetings to ensure the state’s alternate assessment links to grade level content, and to create a process for reducing the scope and complexity levels.	December 2008 January 2009
Convene stakeholder groups to develop the grade level activities that will be used on the alternate assessment for the content areas of math, science and English language arts.	January 2009 & March 2009
Conduct Beta Test and a Beta Test Focus Group for the Nevada Alternate Assessment	July-August 2009
Conduct an independent external alignment study to ensure that the alternate assessment reflects the range and linkage to the general education standards.	September 2009 through June 2010
Conduct Statewide Alternate Assessment Administration Training to the cadre of statewide alternate assessment trainers	September 2009
Conduct administration, scoring, and standards setting for operational NAA assessment.	November 2009-March April 2010
Conduct administration, scoring and standards setting for the 2008-2009 alternate assessment	September 2009 – May 2009
Maintain Nevada Alternate Assessment (NAA) network of trainers.	Ongoing from 2005 through 2011
Provide training and technical assistance to stakeholders to ensure compliant decision-making and reporting with regard to student participation in the alternate assessment system, including using the NAA network of trainers to help provide training and technical assistance.	Ongoing from 2005 through 2011
Provide technical assistance to parents, students, and educators regarding appropriate accommodations in assessment, and collaborate with personnel in the NDE Office of Assessment, Program Accountability, and Curriculum (APAC) to make decisions about use of accommodations in the testing program.	Ongoing from 2005 through 2011
Collaborate with APAC to collect and analyze data on the participation and performance of students with disabilities in the Proficiency Examination Program; use these data to revise procedures when necessary, and to inform training and technical assistance that supports improvement of all indicators.	Annually in June from 2008 through 2011

Resources	
Partners	Fiscal
<ul style="list-style-type: none"> <li>• NDE Office of Assessment, Program Accountability, and Curriculum</li> <li>• National Center on Educational Outcomes (NCEO)</li> <li>• Measured Progress</li> <li>• Nevada PEP</li> <li>• Nevada School Districts</li> <li>• Special Education Technical Advisory Committee (TAC)</li> <li>• USDOE OFFICE OF ESEA</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• Title I</li> </ul>
<p style="text-align: center;"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Developed action plan to support the activities of the Compliance Agreement.</li> <li>• Met with the Technical Advisory Committee to receive feedback on procedures and critical elements necessary to meet the requirements of the Compliance Agreement.</li> <li>• Met with Federally provided technical assistance providers to discuss Nevada's philosophy with regard to development of the alternate assessment.</li> <li>• Met with Measured Progress to develop scope of work for meeting the expectations of the Compliance Agreement.</li> <li>• Conducted Content Alignment meeting with Nevada Stakeholders to develop the blue prints and general education content extensions for the Nevada Alternate Assessment.</li> <li>• Conducted assessment item development meeting with Nevada Stakeholders to develop the assessment items that would be used on the Nevada Alternate Assessment.</li> <li>• Conducted review of the test blue prints, general education expansions by NDE staff to determine alignment to the general education content standards.</li> <li>• Conducted review of the assessment items by NDE staff to assure fidelity to the extended content standards.</li> <li>• Developed a draft Nevada Alternate Assessment Beta Test Manual.</li> <li>• Conducted a training for a Beta Test of the Nevada Alternate Assessment.</li> <li>• Drafted the RFP for the Independent Alignment Study of the Nevada Alternate Assessment.</li> <li>• Conducted a standards setting meeting with Nevada Stakeholders to establish cut scores for the Nevada Alternate Assessment in the areas of English Language Arts (ELA), Mathematics and Science.</li> <li>• Provided TA for the administration of the 2008-2009 Nevada Alternate Assessment.</li> <li>• Conducted scoring validation sessions using trained Nevada Stakeholders to validate the scores of the video taped Nevada Alternate Assessment.</li> </ul>	

<b>Goal 2: Increasing Compliance</b>
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The second goal focuses on improving special education program compliance. Activities within this goal are designed to ensure that school districts meet the compliance requirements established through state and federal regulations. Some activities are already underway while others are being put in place now to support the achievement of the compliance targets set by OSEP for Indicators 9, 10, 11, 12, 13, 15, 16, and 17.

Nevada's compliance system consists of several interrelated components: program monitoring, mediation, complaint investigations, due process hearings and reviews, fiscal and program audits, enforcement and technical assistance, and the availability of direct consultation from NDE staff regarding legal requirements in special education. Compliance requirements are embedded in virtually every one of Nevada's improvement activities, from hosting bi-monthly meetings with school district special education administrators, to launching a statewide Instructional Consultation model, to automating the state's special education data system.

Nevada's compliance system has been in place for many years—and it reflects the high standards the state has always embraced for compliant practices. In some respects, the components of the system are efficient and effective, and the efforts of the NDE are directed toward maintaining that high quality. The mediation, complaint investigation, and due process components are examples of these well-established elements. On the other hand, the monitoring procedures have been revised almost annually in the last four years to adapt to the demands of verifying correction of system-level and student-specific noncompliance—these procedures are evaluated and adjusted almost annually. And because the specific elements now included in the mandatory enforcement and technical assistance component were designed during the summer of 2008, we anticipate much work over the next two to three years examining and modifying the system until our enforcement and technical assistance activities also work efficiently and effectively.

Each improvement activity associated with this goal is described in the following pages.

**Improvement Activity 2.1: Monitoring**

**Improvement Activity 2.2: Technical Assistance and Enforcement**

**Improvement Activity 2.3: Dispute Resolution**

### Improvement Activity 2.1: Monitoring

Vision: Noncompliance is identified and correction occurs within one year of identification; school districts increase capacity for implementing compliant practices through training and mandatory technical assistance; compliant practices support improved student performance.
Related Indicators: 4, 9, 10, 11, 12, 13, 15, 20

#### Introduction

Compliant practices provide an essential foundation for improving results. For example, compliant practices in justifying removal from regular education settings ensures that students are removed only when necessary, which in turn increases the students' access to general education curriculum. Because the most effective way to improve performance on statewide assessments is to ensure that students learn the general curriculum, access to that curriculum is critically important. This is only one example of the ways in which compliant IEPs support participation and progress in general education curriculum. Similarly, compliant evaluation practices ensure that careful consideration is given to the extent to which a student's underachievement may be due to inappropriate instruction—and these considerations have broad implications for the ways in which a school district aligns curriculum to standards and provides necessary training and support to staff. Thus, many connections between compliance and performance have important implications for improving results for students.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Schedule school districts for comprehensive on-site monitoring.	Annually in January, from 2005 through 2011
Conduct review of extant data/policies/procedures/forms and selected records in each district scheduled for on-site monitoring, as well as in any district where policies, procedures, and practices are examined in light of disproportionate representation based on extant child count, placement, and discipline data.	Annually in February through June from 2005 through 2011
Issue findings of noncompliance; including copies of record review forms containing specific instructions for correction of any identified noncompliance.	Annually no later than June from 2008 through 2011
Require submission of Corrective Action Plans to revise, if necessary, policies, procedures and practices to ensure compliance with Part B.	Annually in October from 2005 through 2011
Require submission of data demonstrating correction of noncompliance.	As specified in CAP from 2005 through 2011
Require submission of documents demonstrating correction of student-level noncompliance.	Annually in December through February from 2008 through 2011
Examine submission of documents to verify correction of noncompliance; require additional correction as necessary.	Annually in January through March from 2008 through 2011

Conduct review of annual monitoring data to review monitoring procedures as well as monitoring results; use data to revise procedures as necessary and to inform training and technical assistance that will support improvement of all indicators.		Annually in June from 2008 through 2011
<b>Resources</b>		
<b>Partners</b>		<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• National Data Accountability Center (DAC)</li> <li>• Western Regional Resource Center (WRRRC)</li> <li>• Nevada School Districts</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• External consultants</li> </ul>		<ul style="list-style-type: none"> <li>• IDEA</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Comprehensive on-site monitoring was conducted in four school districts (Clark County, Lyon County, Pershing County, and Storey County); noncompliance was identified; corrective action plans were developed and approved; and technical assistance was provided to assist school districts in correcting noncompliance.</li> <li>• The record review protocol used in comprehensive on-site monitoring was enhanced in those sections in which monitors provide specific instructions to teachers where noncompliance was identified and must be corrected; these forms were returned directly to teachers for correction as soon as possible and resubmission no later than one year after findings are issued.</li> <li>• Correction of noncompliance identified during 2007-2008 for four districts (Carson, Douglas, Mineral, and Nye Counties) was verified through submission of revised IEPs and other documents (e.g., evaluation/reevaluation files, IEPs, written notices) for review and approval by the NDE.</li> <li>• IDEA state set-aside funds were used to support correction of identified noncompliance at the student and district level. Several school districts applied for and received these DIGs to support data analysis, training, and resources to address noncompliance.</li> <li>• Training was provided to special education district administrators on the requirements for Maintenance of Effort, Early Intervening Services, Private School Students, Postsecondary Goals and Outcomes, State Complaint Process, State and Local Performance Reporting, Nevada Administrative Code, Response to Intervention, Early Childhood Transition Timelines, Personnel, the State Monitoring Process, Positive Behavioral Supports, and Data Collection and Submission.</li> </ul>		



## Improvement Activity 2.2: Technical Assistance and Enforcement

Vision: Effective technical assistance and enforcement strategies support compliant practices and timely correction of identified noncompliance.
Related Indicators: 4, 9, 10, 11, 12, 13, 15, 20

### Introduction

As described in the "Monitoring" improvement activity, compliant practices provide an essential foundation for improving results. Consequently, technical assistance and enforcement strategies which are designed to assist school districts in correcting all noncompliance and submitting evidence necessary for the NDE to verify correction of noncompliance also support improved performance.

### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Issue and publish website "report cards" for school district level APR data.	Annually in April from 2007 through 2011
Issue "determinations" based on APR performance and compliance data.	Annually in August from 2007 through 2011
Develop, revise as necessary, and disseminate training materials for school districts to use in improving compliant practices.	Ongoing from 2005 through 2011
Provide mandatory three-day training (annual summer workshop) to special education district administrators.	Annually in August from 2005 through 2011
Take mandatory enforcement steps, including mandatory technical assistance from the NDE, for districts who "need assistance" for the second and subsequent years beyond year two. Mandatory steps require: <ul style="list-style-type: none"><li>• analysis of systemic root causes for noncompliance</li><li>• submission of corrective action plans</li><li>• collection and reporting of data</li><li>• training and ongoing district-level monitoring</li></ul>	CAPS due annually in October from 2008 through 2011
Collect data to verify correction of noncompliance.	Quarterly, as ordered by NDE, from 2005 through 2011
Provide bi-monthly training to special education district administrators regarding compliance, enforcement, and technical assistance, as well as other topics.	Bi-monthly from 2005 through 2011
Conduct review of NDE-designed mandatory enforcement and technical assistance requirements; use data to revise procedures as necessary and to inform training and technical assistance that will support increased compliance.	Annually in June from 2009 through 2011

<b>Resources</b>	
<b>Partners</b>	<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• OSEP, state contact and other consultants</li> <li>• National Data Accountability Center (WESTAT and LSU)</li> <li>• Western and Mountain Plains Regional Resource Centers</li> <li>• Nevada School Districts</li> <li>• Special Education Advisory Committee (SEAC)</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> </ul>
<p style="text-align: center;"><b>Activities Implemented During 2007-2008</b></p> <ul style="list-style-type: none"> <li>• In August 2008, the NDE issued "determinations" for school districts based on their performance and compliance for FFY <u>2006</u> on Indicators 9, 10, 11, 12, 13, and 15. Follow up activities were conducted for those districts whose determinations were "Needs Assistance Year 2" as specified above.</li> <li>• Training was provided for special education administrators and the Special Education Advisory Committee to understand the state and local school district determinations.</li> <li>• In the Spring of 2009, the NDE issued and published on its website "report cards" for each school district detailing their performance for FFY <u>2007</u> on Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, and 14.</li> <li>• In April 2009, the NDE issued "determinations" for school districts based on their performance and compliance for FFY <u>2007</u> on Indicators 9, 10, 11, 12, 13, and 15. Follow up activities were conducted for those districts whose determinations were "Needs Assistance Year 2 or Year 3" as specified above.</li> <li>• The protocols described above for mandatory enforcement activities, including mandatory technical assistance from the NDE, for Indicators 11, 12, 13, and 15, were implemented.</li> </ul>	

### Improvement Activity 2.3: Dispute Resolution

Vision:	Preventing disputes and resolving disputes early, when possible, promotes positive working relationships among teachers, administrators, parents, and advocates; positive working relationships create necessary foundations for trust and collaboration—essential elements for improving results.
Related Indicators:	4, 8, 9, 10, 15, 16, 17, 18, 19, 20

#### Introduction

Nevada's work toward preventing disputes and resolving disputes early is closely connected to the goals of improving compliance and improving performance. Compliant practices increase the likelihood that disputes will not arise around basic failures to comply with state and federal law. When these basic failures are avoided, fewer disputes arise, trusting and cooperative relationships are developed, and families and schools can focus instead on improving student learning.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Maintain contract with an external consultant who is an expert in legal requirements and due process systems to provide continuous training and technical assistance to hearing officers.	Ongoing from 2005 through 2011
Issue due process hearing decisions within 45 days or within a timeline extended at the request of either party.	Ongoing from 2005 through 2011
Monitor timely and verified correction of noncompliance identified and required to be corrected within hearing officer decisions.	Ongoing from 2005 through 2011
Conduct participation evaluations of due process hearings to identify training needs; conduct quarterly reviews of decisions to identify training needs; provide quarterly and annual training to hearing/review officers.	Ongoing participant evaluations from 2005 through 2011; Quarterly reviews and training from 2005 through 2011
Maintain contract with an external consultant to expand the capacity of the NDE to conduct complaint investigations; provide ongoing training to consultant to ensure reports contain accurate findings of fact and proper analyses of conclusions against legal standards.	Ongoing from 2007 through 2011
Issue complaint investigation reports within 60 days of receipt of complaint, or with an extended timeline for extenuating circumstances.	Ongoing from 2005 through 2011
Monitor timely and verified correction of noncompliance identified through complaint investigations.	Ongoing from 2005 through 2011
Disseminate complaint investigation reports to the public via NDE website.	Ongoing from 2007 through 2011
Provide mediation services upon request and voluntary agreement of parties.	Ongoing from 2005 through 2011

Evaluate participant satisfaction with mediation process.	Ongoing from 2005 through 2011
Provide mediation process training to mediators, including training regarding special education legal requirements.	Bi-annually from 2005 through 2011
Develop/update brochures describing dispute resolution options.	2010
Report to Special Education Advisory Committee on findings of noncompliance and resolution trends.	Annually from 2005 through 2010
Conduct review of dispute resolution mechanisms as a connected system; use data to revise procedures as necessary and to inform training and technical assistance that will support increased compliance and performance.	Annually in June from 2005 through 2011

<b>Resources</b>	
<b>Partners</b>	<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• Nevada PEP</li> <li>• Center for Alternate Dispute Resolution (CADRE)</li> <li>• External Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <p><u>Due Process Hearing System</u></p> <ul style="list-style-type: none"> <li>• The NDE continued to contract with an independent consultant to assist the NDE in the administration of the due process hearing system.</li> <li>• The NDE ensured that hearing decisions were issued within 45 days or within a timeline extended at the request of either party.</li> <li>• No hearings were held and fully adjudicated during 2008-2009, so no systemic issues emerged which required training or technical assistance at the statewide level.</li> <li>• Ongoing training was provided to hearing/review officers based on evaluation data and review of procedural matters and hearing decisions.</li> </ul> <p><u>Complaint Investigation System</u></p> <ul style="list-style-type: none"> <li>• The NDE maintained its contract with an independent consultant to expand the capacity of the NDE to conduct complaint investigations.</li> <li>• The NDE ensured that all complaint investigation reports were issued within 60 days of receipt of the complaint, or within an extended timeline for extenuating circumstances.</li> <li>• Corrective actions were monitored to ensure that noncompliance was corrected within one year, including student-specific correction and the implementation of revised policies and procedures as necessary.</li> <li>• Complaint investigation data were analyzed for evidence of systemic issues, and none were identified.</li> <li>• Complaint investigation reports were provided to the public via the NDE website.</li> </ul> <p><u>Mediation System</u></p> <ul style="list-style-type: none"> <li>• Mediation was made available to parties on a voluntary basis when a due process hearing was requested, and when no hearing was requested.</li> <li>• Individual training and technical assistance was provided to mediators as a result of reviewing evaluation data from mediation sessions.</li> <li>• Mediation survey data (satisfaction data) were presented to school district special education administrators and the Special Education Advisory Committee.</li> </ul>	

### **Goal 3: Improving Results**

Nevada's third goal focuses on improving student performance and parent satisfaction. The activities associated with this goal are intended to increase outcomes relative to Indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, and 14. Like the two other goals described above, each activity under this goal is designed with a specific vision in mind, evaluation components are embedded, and resources necessary for success are committed for effective implementation. Finally, a strong focus on ongoing professional development and technical assistance is inherent to the success of the strategies associated with these activities.

Nevada's system for improving results integrates four primary elements: (1) academic and behavioral supports, (2) transition planning and postsecondary outcomes, (3) parent involvement, and (4) early childhood outcomes. Underlying each of these components is a central focus on effective instruction that enables students with disabilities to access and master the general education curriculum, in the least restrictive environment, with support from individuals who have high expectations and provide the necessary rigor and relevance for students to achieve these high standards. The NDE also believes that a compliant base must exist on which a focus for improved results is built. As such, nearly every one of the state's improvement activities are simultaneously focused on compliance and performance—professional development is offered for administrators on a bi-monthly basis, annual training events such as the summer retreat and the Mega Conference are held, quality data sets are collected and made available to stakeholders, and financial resources are committed through District Improvement Grants (DIGs) to implement targeted practices, to name a few specific examples.

The NDE's work around academic and behavioral supports has risen to the forefront in the last four years. This activity is evolving. A number of districts have adopted the Instructional Consultation (IC) Model and are working to roll out this initiative, yet our evaluation data tell us that more work is needed to assist them in scaling up the model across each district. Data also show that all districts need support to implement compliant intervention systems, and several tasks respond to this need.

The transition planning and postsecondary outcomes activity is just beginning to develop on a statewide level. While emerging, capacity has not previously existed and the vision is not yet shared across all necessary stakeholder groups to support increased graduation rates, decreased dropout rates, and higher success in postsecondary settings. Evaluation data as well as needs assessment data are being collected on this activity and adjustments to the activity will be made in response.

Accompanying these two activities are efforts that focus on parent involvement. While the tasks associated with the parent involvement activity have been nested in other improvement activities in the past, the NDE has now raised this work to the level of an independent yet aligned activity to help bring the necessary focus to its importance. Attention will be paid to the success of this decision and adjustments made accordingly as a result.

Finally, on behalf of young children with disabilities, efforts in the past few years have been focused on putting into place the necessary data collection and reporting tools to understand where students are receiving services and how they are doing academically and behaviorally in response to these variables. The improvement activity for early childhood outcomes proposes not only to maintain the necessary collection of data, but also to increase understanding about how and in what settings young children learn.

Each improvement activity associated with this goal is described in the following pages.

**Improvement Activity 3.1: Academic and Behavioral Supports**

**Improvement Activity 3.2: Transition Planning and Postsecondary Outcomes**

**Improvement Activity 3.3: Parent Involvement**

**Improvement Activity 3.4: Early Childhood Outcomes**

### Improvement Activity 3.1: Academic and Behavioral Supports

Vision: All Nevada students experience academic and behavioral success.

Related Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14

#### Introduction

To increase student achievement, educators must understand compliant practices, possess necessary skills, and have access to resources. This happens through the application of appropriate academic and behavioral supports and interventions. Implementing such practices requires that capacity exists in school and district improvement planning; that data collection, access, and use occurs; that the student assessment system supports instructional decision making; and that personnel systems exist to support the delivery of high quality instruction that increases achievement and rests squarely on a compliant program base.

In Nevada, a primary concentration for this work is the development and implementation of intervention systems (i.e., Response to Intervention—RtI). Stakeholders have come together and determined that intervention systems must be built upon two underlying foundations—high quality instruction and leadership, and that five essential components must be embedded in an intervention system in order for it to be effective for all learners: (1) universal screening (2) structured problem-solving (3) evidence-based interventions (4) continuous progress monitoring and (5) system implementation fidelity. The NDE is assisting districts to roll out and scale up systems that meet these criteria so that students succeed.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Maintain contract with expert in data analysis to analyze district level data, (including placement data), and provide trend data across the state in order to reinforce the linkages among lower identification rates, access to general education curriculum through higher rates of inclusive placements, and higher performance on statewide achievement tests.	Ongoing from 2005 through 2011 with data sets provided to districts annually in August
Provide technical assistance to school districts on the use of evaluation tools to assess the degree to which schools have in place the two underlying foundations and five essential components to ensure the implementation of quality intervention systems, and assist districts to interpret and make decisions in response to those evaluation data.	Ongoing from 2008 through 2011
Collaborate with leaders of the state's school improvement system to ensure that those individuals who provide support to schools designated "In Need of Improvement" are knowledgeable about the research regarding intervention systems, Nevada's essential components, state and local resources for establishing and sustaining intervention systems, and tools for evaluating implementation.	Annually in June from 2006 through 2011
Provide training for NDE staff members on RtI, and support their capacity to assist schools to implement quality intervention systems through their active participation on School Support Teams (SSTs).	Monthly in September through June each year from 2007 through 2011
Promote the use of intervention systems as a strategy for resolving the performance of schools that are failing to meet Adequate Yearly Progress (AYP)	Ongoing from 2007 through 2011

targets through collaboration with school district Title I and school improvement personnel, including making competitive Title I funding available.	
Sustain support for the Nevada schools currently participating in the IC Teams Model (IC Teams in Cohort 1, Cohort 2, Cohort3, and 4) through coordination of training and technical assistance, including evaluation trainings and networking sessions including annual New member trainings and the development of new Cohorts as needed.	Ongoing from 2006 through 2011
Collaborate with the University of Maryland (ICAT Resources ©) and Nevada school districts to gather and use evaluation data on the implementation of the IC Teams model in Nevada schools.	Ongoing from 2007 through 2011
Award District Improvement Grants (DIGs) to support efforts associated with intervention system development and sustainability that yield data upon which compliant identification decisions can be made.	Annually in October from 2007 through 2011
Coordinate and facilitate Professional Learning Community (PLC) meetings of district administrators whose districts are engaged in the IC Teams model.	Bi-monthly from 2008 through 2011
Provide training for district administrators on the development and implementation of policies, procedures, and practices for making eligibility decisions through an Rtl approach, including the collection and use of data, parent involvement, and other considerations.	Annually in the summer from 2008 through 2011
Develop and disseminate materials to help stakeholders, including parents, understand the principles of Rtl, implications for student learning, and legal requirements with regard to special education compliance.	Development in Fall 2008-Fall 2009 and dissemination through 2011
Convene meetings of the SIG2 Management Team to engage in analysis of evaluation data and problem solving to assist in effectively scaling up Rtl initiatives in Nevada school districts.	Quarterly from September 2007 through 2011
Participate in the NCLB and IDEA Collaboration Community of Practice facilitated by the Council of Chief State School Officers (CCSSO) and the National Association of State Directors of Special Education (NASDSE).	Ongoing from fall 2007 through 2011
Continue to maintain 1.0 FTE (of the 7 total state agency special education positions) dedicated to the roll out and scale up of intervention systems, including the role of intervention systems in school improvement.	Ongoing from 2006 through 2011
Provide training and technical assistance during bi-monthly special education administrators' meetings to help them develop and refine Rtl implementation and scale-up plans across their districts.	Bi-Monthly in September through June from 2005 through 2011
<p>A. Conduct:</p> <ul style="list-style-type: none"> <li>(1) review of annual levels of implementation data for IC Model and bi-monthly special education director qualitative data;</li> <li>(2) review of Innovation Adoption Readiness Model (IARM) data on intervention system implementation;</li> <li>(3) review of policies and procedures on identification of students through an Rtl approach; and</li> <li>(4) review of data on identification, placement, justification for removal, present levels of performance, and supplementary aids and services.</li> </ul> <p>B. Determine the degree to which:</p> <ul style="list-style-type: none"> <li>(1) schools are implementing the IC model with fidelity;</li> <li>(2) intervention systems support essential components; and</li> </ul>	Annually in June, from 2008 through 2011

(3) learning in the general education environment is supported. C. Use these data to inform technical assistance that will support improvement of student performance, as measured by statewide assessments.	
Resources	
Partners	Fiscal
<ul style="list-style-type: none"> <li>• NDE Title I Unit &amp; School Improvement Unit</li> <li>• SIG2 Management Team</li> <li>• Instructional Consultation Lab at the University of Maryland</li> <li>• Nevada School Districts</li> <li>• School Support Team Leaders</li> <li>• Regional Professional Development Programs (RPDPs)</li> <li>• Nevada PEP</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• National Association of State Directors of Special Education (NASDSE)</li> <li>• Nevada Association of School Administrators</li> <li>• National Center for Response to Intervention</li> <li>• Council of Chief State School Officers (CCSSO)</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• SPDG (SIG2)</li> <li>• Title I</li> </ul>

Activities Implemented During 2008-2009
<ul style="list-style-type: none"> <li>• The NDE maintained a contract with an expert in data analysis who provided trend data across the state in order to reinforce the linkages among lower identification rates, access to general education curriculum through higher rates of inclusive placements, and higher performance on statewide achievement tests.</li> <li>• District identification rates and placement data were analyzed for ages 3-5 and 6-21 and presented to special education directors during August 2008.</li> <li>• Training was provided to Special Education District Administrators (SEDA) to increase their knowledge and understanding of evaluation of quality intervention system; technical assistance resources including evaluation tool (IARM) and guidance on use was provided.</li> <li>• Technical assistance was provided to school districts relative to the development of subgrant applications to access state set-aside funds as a resource for the development and implementation of intervention systems.</li> <li>• NDE staff provided technical assistance as members of School Support Teams (for schools In Need of Improvement-Years 3 -5) on development and implementation of intervention systems.</li> <li>• NDE provided informational sessions with model schools demonstrating successful intervention systems at the state sponsored Mega Conference.</li> <li>• NDE continued implementation of the State Professional Development Grant (SPDG (SIG2)) with goal focused upon the expansion of intervention systems in Nevada. Major activities included Management Team meetings, the development and implementation of external evaluation tools and site visits to school sites to collect data, development of parent brochure on RtI</li> <li>• NDE continued participation in monthly conference calls with the National Center on RtI – Western Region.</li> <li>• NDE collaborated with the Southwest Comprehensive Center to contribute information/data toward a report summarizing current policies and practices in 5 western states; report was published by Regional Educational Laboratory (REL) West.</li> <li>• State-level Title I, Title III and other federal programs continued collaboration with the special education program regarding implementation of intervention systems to improve instruction for and performance of all students, including students with disabilities.</li> <li>• The NDE has maintained the reallocation of its staffing resources so that one consultant position is assigned to work on this project full time.</li> <li>• The NDE maintained 9 of the original 12 school sites from Cohort 1 and facilitated their 3<sup>rd</sup> year of participation in the IC Model Pilot; maintained and supported 32 facilitators and buddies at the 16 school pilot sites (Cohort 2) through year 2 of implementation; supported the 28 new facilitators and buddies at 14 school sites (Cohort 3) and facilitated their completion of on-line coaching and participation in year 1 initial training and team development phase.</li> <li>• The NDE awarded subgrant funds as District Improvement Grants (DIGs) to support intervention systems in the 40 pilot schools participating in Cohorts 1, 2 and 3 of the IC Team Pilot Project.</li> </ul>



- The NDE provided technical assistance to the 40 pilot schools in Cohorts 1, 2 and 3 relative to training participation, materials, access to subgrant funds and networking with other pilot sites.
- NDE collaborated with the UMD IC Laboratory to facilitate the delivery of training, materials and data collection and evaluation for the 40 pilot schools in Cohorts 1, 2 and 3.
- The NDE established 53 identified facilitators and buddies at the 25 new school pilot sites (Cohort 4) along with 33 new and replacement facilitators for Cohorts 1, 2 and 3 and facilitated enrollment for all in the on-line coaching course on IC through the Laboratory for Instructional Consultation Teams, UMD.
- NDE established the 1<sup>st</sup> group of facilitators (6 individuals), demonstrating high implementation of IC teams through model evaluation measures and coaching skills, and facilitated Level 4 IC certification training in the provision of targeted technical assistance to school teams.
- The NDE assisted 12 school districts to form agreements with Dr. Todd Gravois and the Laboratory for Instructional Consultation Teams, UMD, to provide training to the 30 school sites (Cohorts 2 & 3) on the implementation of the IC Team model.
- Significant training was provided in the instructional consultation model, including 4 days of training for the schools in Cohort 1 (started in June 2006), 11 days of training for the schools in Cohort 2 (started in June 2007), 23 days of training for the facilitators and buddies in Cohort 3 (started June 2008) and 3 days of training for the schools that comprise Cohort 4 (started in June 2009).
- Technical assistance was provided during each bi-monthly special education administrators' meeting to help them develop and refine RtI implementation and scale-up plans across their districts. Training topics included: RtI Parent Training; RtI Policies for identification system; RtI and ARRA support; IC Professional Learning Community (PLC) sessions were held to discuss and problem-solve implementation issues in Districts implementing IC. Special education administrators were also encouraged to attend all IC trainings.
- Training was provided on the development of policies and procedures for making eligibility decisions for students with significant learning disabilities utilizing an IC Model for RtI.
- Training was provided on the change process to help districts plan to effectively implement this new innovation.
- Technical assistance was provided on implementation of evaluation tools previously developed and disseminated to assist districts in assessing the degree to which their intervention systems effectively address the components of the state RtI framework including the two underlying foundations and five essential components.
- Training and technical assistance provided directly to district leadership teams for districts in the pre-exploration stage of implementation of IC and RtI.
- The NDE awarded subgrant funds and collaborated with Nevada PEP, the State Parent Training and Information Center (PTI) to develop informational materials on RtI for parents in collaboration with other partner parent organizations (Nevada PTA; Parent Information Resource Center - PIRC).
- The NDE awarded subgrant funds and collaborated with Nevada Association of School Administrators (NASA) to provide targeted training to district superintendents via "fireside chats" and statewide school administrators training on Intervention Systems as an part of Comprehensive School Reform.
- The NDE awarded subgrant funds to the state's two largest districts (Washoe and Clark) to implement a comprehensive progress-monitoring system utilizing AIMSWeb.
- The NDE in collaboration with partner organizations presented at the Northern Rocky Mountain Educational Research Association (NRMERA) 2008 conference New Directions in Education: Policy, Pedagogy, and Research, a paper on *Facilitating state-wide system change using an evidenced based innovation and research-based implementation evaluation methodologies*.

### Improvement Activity 3.2: Transition Planning and Postsecondary Outcomes

Vision: Effective transition planning supports a college going culture that begins upon students' entry to school and results in students with disabilities exiting high school prepared to go to college or attain employment in competitive settings.
Related Indicators: 1, 2, 3, 8, 13, 14, 15

#### Introduction

Appropriate transition planning relies upon knowledge of state and federal compliance requirements as well as access to data, improvement planning, assessment results, and quality personnel. This improvement activity is designed to increase performance but cannot do so without the requisite capacity at the state, district, and school level as well as a strong knowledge of what is required in order to support compliant practices.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Collaborate with stakeholders to attain shared buy-in on the vision for a college going culture, including higher education faculty, parents, related agency personnel, students, policymakers, and others as appropriate.	Ongoing from 2007 through 2011
Share data and research on evidence-based strategies with the Interagency Transition Advisory Board to promote systems change for students with disabilities.	Quarterly from 2006 through 2011
Maintain 1.0 FTE special education position dedicated to transition planning and postsecondary results for students with disabilities (of 7 total state special education positions).	Ongoing from 2005 through 2011
Collaborate with SPEDSIS to enhance the NV SEARS data system to collect data from students with disabilities in their senior year of high school (i.e., at exit) and one year after leaving high school.	February through September 2009
Collaborate with Nevada school districts to collect data from seniors and graduates using improved data collection mechanisms.	February through July in each year from 2005 through 2011
Share senior exit and postsecondary student data with stakeholders including the special education district administrators and the Special Education Advisory Committee.	Annually in the spring and fall from 2005 through 2011
Build capacity for districts to provide training and technical assistance by expanding the membership and skill set of the Nevada Transition Advisory Committee (NTAC) Core Team.	Bi-monthly from 2007 through 2011
Access technical assistance from national OSEP-funded centers to provide training and/or materials to the NTAC Core Team, including participating in communities of practice, national planning conferences, monthly teleconferences, having personnel come to Nevada to provide direct services to the Team, and other opportunities as they are available.	Ongoing from 2005 through 2011

Provide training to teachers, administrators, and parents to help them understand compliance requirements (e.g., postsecondary goals) and best practices in transition planning, using training materials developed and vetted by the NDE.	Ongoing from 2005 through 2011
Collaborate with other NDE staff on cross-department initiatives that focus on high school restructuring activities, including assisting in the development and implementation of Status, Targets, Action, Results, Status (STARS), Nevada's Blueprint for Secondary School Improvement and the Nevada Secondary School Improvement Summits.	Bi-annually from 2006 through 2011
Coordinate and offer the Nevada Student Leadership Transition Summit to provide training to students, counselors, and teachers on effective transition planning, self-advocacy and determination, and strategies to achieve desired outcomes, including graduating from college.	Annually in the spring from 2008 through 2011
Conduct focus groups with secondary school students with disabilities to gather data to be used in determining what changes need to be made to assist students in meeting postsecondary goals, including a focus on staying in school and earning a regular high school diploma.	Annually in the spring from 2007 through 2011
Collaborate with Nevada Partner's to offer the Dropout Prevention Summit to assist stakeholders in adopting strategies that are proven to help prevent students from dropping out of high school.	Annually in the fall from 2008 through 2011
Collaborate with the NV PEP and the Special Education Advisory Committee (SEAC) to explore strategies for increasing response rates to surveys that are used to gather data for Indicator 14.	Annually in the spring from 2008 through 2011
Collaborate with colleges and universities to standardize and streamline the process by which a student is determined to be a student with a disability, so that eligibility documentation from Nevada's secondary schools is sufficient to document the existence of a disability and to facilitate provision of appropriate accommodations.	Quarterly from 2007 through 2011
Gather and analyze data on implementation efforts and student outcomes to determine the efficacy of the improvement activity; and use data to revise training and technical assistance on transition and postsecondary outcomes to increase graduation rates, decrease dropout rates, and increase postsecondary training and competitive employment for students.	Annually in June from 2009 through 2011

Resources	
Partners	Fiscal
<ul style="list-style-type: none"> <li>• Status, Targets, Action, Results, Status (STARS)</li> <li>• Nevada Secondary School Improvement Summit</li> <li>• Nevada Partner's Dropout Prevention Summit</li> <li>• South West Comprehensive Center at WestEd</li> <li>• Interagency Transition Advisory Board (ITAB)</li> <li>• Nevada State Rehabilitation Council (NSCR)</li> <li>• National Association of State Directors of Special Education (NASDSE)</li> <li>• Mountain Plains Regional Resource Center (MPRRC)</li> <li>• Western Regional Resource Center (WRRRC)</li> <li>• National Secondary Transition Technical Assistance Center (NSTTAC)</li> <li>• Division on Career Development and Transition (DCDT)</li> <li>• National Dropout Prevention Center for Students with Disabilities (NDPC-SD)</li> <li>• National Post-School Outcomes Center (NPSO)</li> <li>• Nevada School Districts</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• NGA Grant</li> </ul>

<ul style="list-style-type: none"> <li>• Nevada PEP</li> <li>• SEAC</li> </ul>	
<p style="text-align: center;"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Participated in department-wide high school restructuring activities, including collaboration on the development of Status, Targets, Action, Results, Status (STARS) – Nevada's Blueprint for Secondary School Improvement, the Nevada Secondary School Improvement Summit, and the Nevada Partner's Dropout Prevention Summit (also sponsored members of the NTAC Core Team to attend).</li> <li>• Provided training on Nevada's vision for transition, including the creation of a college going culture by hosting the second annual Nevada Student Leadership Transition Summit (NSLTS), including: <ul style="list-style-type: none"> <li>◦ Working with vendors to introduce participants to postsecondary programs and resources available across Nevada and conducting focus groups with secondary school students with disabilities to facilitate systems change</li> <li>◦ Working with the NPSO conducting focus groups with secondary school special education teachers and counselors to facilitate systems change.</li> </ul> </li> <li>• Developed a cadre of experts on transition — the Nevada Transition Advisory Committee (NTAC) Core Team.</li> <li>• Collaborated with NASDSE to present "Partners in Progress: Youth/Young Adult Leaders for Systems Change."</li> <li>• Facilitated NTAC Core Team creation of transition training modules to be used in future statewide training efforts.</li> <li>• Provided transition training to special education district administrators.</li> <li>• Utilized national and state resources to expand knowledge of best practices, keep abreast of research, increase state capacity around Indicators 1, 2, 13, and 14, and create a statewide transition support system.</li> <li>• Requested and coordinated technical assistance from the MPRRC and the WRRRC.</li> <li>• Participated in transition conferences, institutes, trainings, monthly conference calls, webinars, etc. hosted by National Technical Assistance Centers (National Secondary Transition Technical Assistance Center (NSTTAC), Division on Career Development and Transition (DCDT), National Dropout Prevention Center for Students with Disabilities (NDPC-SD), National Post-School Outcomes Center (NPSO), Regional Resource Center Program (RRCP), etc.).</li> <li>• Attended transition conferences hosted by states (Arizona's Annual Transition Conference).</li> <li>• Researched methods used for Indicator 14 data collection in states with higher response rates.</li> <li>• Used data elements to plan and to measure progress.</li> <li>• Gathered data from state agencies that provide transition services to students with disabilities to determine status and opportunities for improvement.</li> <li>• Utilized Indicator 14 data in planning training and technical assistance and in supporting subgrants.</li> <li>• Facilitated statewide agency coordination and collaboration of transition services for students with disabilities.</li> <li>• Participated on the Interagency Transition Advisory Board (ITAB) and the Nevada State Rehabilitation Council (NSCR) including soliciting shared buy-in and ownership of the paradigm shift for desired outcomes for students with disabilities in Nevada, sharing data on transition and postsecondary outcomes, and engaging participation in the 2nd annual transition summit.</li> <li>• Provided follow-up training to districts in areas related to transition based on findings of noncompliance</li> <li>• Continued ongoing dialogue with districts, assessing transition-related needs and developing systems to respond to needs, focused on improving student outcomes.</li> <li>• Began to develop state capacity by bringing together the Nevada Transition Advisory Committee (NTAC) Core Team to engage in their targeted work.</li> <li>• Collaborated with school districts annually to collect exiting student contact information for Indicator 14 data collection, shared Indicator 14 data with school districts and other stakeholders (Special Education Advisory Committee (SEAC), ITAB, etc.) within the context of other available data, and provided technical assistance in making data-based decisions related to system reform and/or programming changes to increase results.</li> <li>• Supported district transition initiatives/activities through attendance at events (Clark County School District STAR Fair, College Workshop, etc.).</li> <li>• Provided transition training to site level staff (Pershing County, August 25, 2008 &amp; Mineral County, January 29, 2009).</li> </ul>	

- Worked directly with students, teachers and counselors (using a survey format) in the development of the content for the annual transition summit.
- Utilized the data collected from student, teacher and counselor focus-groups at the summit to guide systems change in transition.
- Provided technical assistance via email and telephone calls for school level questions and concerns.
- Provided training for Career and Technical Education (CTE) personnel at Leadership Forum.
- Provided training for Vocational Rehabilitation Personnel.

### Improvement Activity 3.3: Parent Involvement

Vision: Parents are satisfied with their involvement in their children's special education programs and parent involvement supports positive student achievement.
Related Indicator: 1, 2, 3, 5, 6, 7, 8, 13, 14

#### Introduction

Parents are critical partners in ensuring that special education programs operate in compliant ways and that student achievement goals are attained. Increased capacity to provide training and technical assistance, as well as collect from and share data with parents, supports collaborative decision-making and implementation of successful practices to increase compliance as well as student performance.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Collaborate with Nevada PEP and Nevada school districts to offer the Relationships, Rules, and Results conference.	Annually in the fall
Convene meetings of the special education mentoring projects and Nevada PEP to support inclusion of content on effective parent involvement strategies for new special education teachers.	Quarterly through 2011
Collaborate with Nevada PEP, Nevada PTA, Nevada's Parent Information Resource Center (PIRC), and the Education Collaborative to develop and disseminate parent training materials and provide training on Response to Intervention (RtI).	September 2008-June 2011
Collaborate with the NV PEP and the Special Education Advisory Committee (SEAC) to explore strategies for increasing response rates to surveys that are used to gather data for Indicator 8 as well as increase the amount of parents who respond that they have satisfactory parent involvement, as measured by the NCSEAM survey.	Annually in the spring

Resources	
Partners	Fiscal
<ul style="list-style-type: none"> <li>• Nevada PEP</li> <li>• Nevada PTA</li> <li>• Nevada Parent Information Resource Center (PIRC)</li> <li>• State Board of Education</li> <li>• Nevada Commission on Professional Standards in Education (Teacher Licensing)</li> <li>• NDE Title II Unit</li> <li>• SIG2 Management Team</li> <li>• Nevada School Districts</li> <li>• Special Education Teacher Mentoring Projects</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• SPDG (SIG2)</li> </ul>
<p align="center"><b>Activities Implemented During 2008-2009</b></p> <ul style="list-style-type: none"> <li>• Training was provided via the 3<sup>rd</sup> Annual "Relationships, Rules, and Results" Conference, which targeted the joint participation of approximately 150 district and site level administrators, parents, and advocates, to learn legal requirements as well as strategies for supporting effective relationships, and to see how the "rules and relationships" elements support improved "results."</li> <li>• Developed training materials for parents to help them understand the basic principles of Response to Intervention (RtI) systems.</li> <li>• Enhanced the content of the special education teacher mentoring projects for Washoe and Clark County School District to more specifically concentrate on engaging parents of students with disabilities in new special education teachers' efforts.</li> <li>• Provided data to SEAC and to the special education district administrators and discussed strategies for increasing success rates on parent satisfaction with their children's special education programs.</li> </ul>	

### Improvement Activity 3.4: Early Childhood Outcomes

Vision: Young children with disabilities receive timely and appropriate services and demonstrate desired levels of pre-academic and social/emotional success as a result.
Related Indicators: 6, 7, 8, 12, 15

#### Introduction

Increased performance for young children with disabilities is made possible when systems exist to support data based decision-making and to embed strategies in school and district improvement planning, implementation, evaluation, and monitoring. In part these results also rely upon the implementation of practices that increase compliance, in order to ensure that young children receive the services they need from qualified personnel, when they need them, and in the least restrictive environment.

#### Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009:

Substantive changes involving additions, deletions, or major modifications to this improvement activity are listed and justified below:

No substantive changes were made to this improvement activity, and therefore none are noted here.

Improvement Activity Implementation	
Tasks	Timelines
Support the collection of data to evaluate the state's current early childhood systems both within and external to school districts (i.e., community early childhood programs) and inclusion rates, and make recommendations for school districts to pursue to enhance their inclusive programming options.	September 2009 through February 2010
Collaborate with the Head Start Collaboration grant to support possibilities of expanding inclusive early childhood placements at Head Start programs.	Quarterly from 2006 through 2011
Provide technical assistance to Nevada school districts on development and implementation of Memorandums of Understanding with local Head Start programs.	Bi-monthly from 2005 through 2011
Provide training and technical assistance to Nevada school districts to support the collection of valid and reliable Early Childhood Outcomes (ECO) data.	Quarterly from 2007 through 2011
Conduct quality assurance efforts to analyze the quality of the ECO data and make improvements in the data collection process.	Bi-annually from 2007 through 2011
Share data with school districts regarding their compliance with Indicator 12, and provide technical assistance on root cause analysis and analyses of related district policies and procedures when transition timelines are a systemic concern.	Annually from 2008 through 2011
Share ECO data with stakeholders, including parents and related agency personnel to support collaborative decision-making that leads to increased pre-academic and social/emotional outcomes for young children, including the provision of training and technical assistance on strategies for positive behavioral supports, early literacy, and social-emotional considerations; evaluate training efforts.	Annually from 2008 through 2011
Provide training to early childhood special education teachers on Nevada's pre-Kindergarten Content Standards; evaluate training efforts.	Annually in the spring from 2005 through 2011



Conduct review of early childhood outcomes data and placement data, and use this information to revise procedures as necessary and to inform training and technical assistance that will support improved compliance and improved results for young children with disabilities.	Annually in June, from 2008 through 2011.
<b>Resources</b>	
<b>Partners</b>	<b>Fiscal</b>
<ul style="list-style-type: none"> <li>• Nevada School Districts</li> <li>• Nevada Early Intervention Services (NEIS)</li> <li>• Nevada Head Start State Collaboration Project</li> <li>• National Early Childhood Outcomes Center</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• Head Start State Collaboration Grant</li> </ul>
<p style="text-align: center;"><b>Activities Implemented During 2007-2008</b></p> <ul style="list-style-type: none"> <li>• Surveys were completed for, and information was accessed from, the National Early Childhood Outcomes Center.</li> <li>• An external consultant was maintained to help implement technical considerations for the EC Outcomes System, including a computerized data management system for the submission of data to the NDE.</li> <li>• Meetings were held with the external consultant and NDE staff to resolve technical glitches that emerged as the system was implemented, and to make mid-course corrections as lessons were learned and as Indicator criteria evolved at the federal level.</li> <li>• Policies, procedures, and practices were reviewed and revised for the collection, cleansing, analysis, and reporting of data, including quality assurance considerations. These practices were implemented such that: spreadsheets were provided to each school district; entry level data were collected by all appropriate school districts; data were reported to NDE; and data were cleaned in collaboration with NDE and school districts.</li> <li>• A Frequently Asked Questions (FAQs) document was updated and disseminated to help stakeholders understand the purpose and procedures for implementing Nevada EC Outcomes system.</li> <li>• A training cadre was maintained with a designated trainer from each school district and training was provided over the course of the year (through regional and statewide teleconference calls and webinars), so that those trainers were able to provide training to site level personnel on how to implement the EC Outcomes System.</li> <li>• District trainers provided training to site level personnel using updated master modules and materials provided by the NDE.</li> <li>• An NDE staff member served as a member of the standing ICC sub-committee to address child find issues, particularly bringing expertise with regard to focusing on the coordination of child find activities among Part C programs and local school districts.</li> <li>• Technical assistance was provided to special education directors and Part C local program administrators to support the development and implementation of MOUs that support successful early childhood transitions.</li> <li>• Ongoing contracts/relationships were maintained with vendors (SPEDSIS) who have expertise in compliance, data collection, analysis and use for improvement planning.</li> <li>• Training on Indicator #12 (EC transition) was held during the August 2008 Annual Summer Workshop for district special education administrators.</li> <li>• Training and technical assistance was provided to Lyon County ECSE staff and Eureka County ECSE staff on the data collection process (collection, submission, accuracy, etc.) for NV Early Childhood Outcomes-Indicator #7</li> <li>• Training was held via the 4<sup>th</sup> Annual Data School in May 2009 on data collection, submission, accuracy, etc. and a SPEDSIS update for NV SEARS.</li> </ul>	